

# **STRATEGIC PLAN**

**FY 2007 – 2011**

**Idaho Council on Developmental Disabilities  
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## Public Notice

The Idaho Council on Developmental Disabilities is releasing a draft copy of its five year Strategic Plan for public comment. Contact the Council office or visit its website to obtain a copy of the plan. Alternative formats are available upon request. Comments must be submitted in writing or on tape no later than Friday, July 7, 2006.

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The Five Year Plan of the Council on Developmental Disabilities is developed in accordance with Public Law 106-402, The Developmental Disabilities Assistance and Bill of Rights Act of 2000 and, Idaho Statute 67-6700, Idaho Council on Developmental Disabilities.

Through a statewide survey, input was received from individuals with developmental disabilities, parents, service providers, educators, state government officials and other interested parties. Survey data were grouped, ranked and presented to members of the Council, which in turn developed initial outcomes and performance targets. Strategic initiatives and activities were added to further define specific actions and directions.

The Idaho Council on Developmental Disabilities reviewed a draft plan proposal at its April 2006 meeting. Input from the Council was incorporated to produce the current plan as it is being presented for public comment.

Comments may be provided:

- A. Electronically through "Survey Monkey" on the Council Website
- B. In writing by completing and returning to the Council the rating form included with this plan.
- C. Through an audio or video tape, or compact disk

## **QUALITY ASSURANCE**

We learned from our survey that people with developmental disabilities want our service system to provide more opportunities to practice self-determination. People expressed concern that changes in the Medicaid program would affect opportunities to self-direct their supports and services. Finally protection from abuse, neglect and exploitation was a high ranked priority for people with developmental disabilities.

### **GOAL**

Idaho's service system assures the rights for people with developmental disabilities to live safe, healthy and self-determined lives in their communities.

### **Self-Determination**

#### **Outcome 1**

Self advocates and families are informed about the philosophy of self-determination.

#### **1-1 Performance Target**

Five (5) training opportunities on principles of self-determination and leadership development are provided to parents and self-advocates in each region by 2011.

##### **1-1-A Strategic Initiative**

Self-determination and leadership development training will be provided to parents, educators and adults/youth with developmental disabilities.

##### **Activities Include:**

- Self Advocate Leadership Network (SALN) presentations
- Partners in Policymaking (regional or statewide)
- Local action committees (Partners graduates)
- Supporting Idaho Parents Unlimited (IPUL), Families Together, self-determination training
- School Districts use self-determination curriculum

## **Outcome 2**

Individuals are aware of their options and the potential benefits and risks of their decision/choices.

### **2-1 Performance Target**

Uniform guidelines for providing informed choices to individuals with developmental disabilities will be developed by 2010.

#### **2-1-A Strategic Initiative**

Develop and promote guidelines on how to provide informed choice for agencies, service systems and policymakers.

#### **2-1-B Strategic Initiative**

Provide curriculum and support training on informed choice for individuals with developmental disabilities, family members, educators and service providers.

#### **Activities Include:**

- Idaho SALN presentations/trainings
- Presentations at conferences/trainings through IPUL, Community Partnerships of Idaho (CPI), Council on Exceptional Children (CEC)
- Partner with Independent Living Centers to provide information
- Provide in-service trainings to agencies and organizations

## **Self Direction**

## **Outcome 3**

People with developmental disabilities and their families have a meaningful say over participant-directed service systems management, including planning, implementation and evaluation.

### **3-1 Performance Target**

Five hundred (500) people with developmental disabilities and families have received awareness information and training on participant directed waiver options by 2011.

#### **3-1-A Strategic Initiative**

Support the development & implementation of training provided to parents & self-advocates on participant-directed service systems.

**Activities include:**

- Idaho SALN trainings
- Presentations with bus tour video
- Presentations at transition fairs and conferences
- Develop materials and disseminate information
- Public Service Announcements and other media efforts

**3-2 Performance Target**

Four (4) Council initiatives to involve people with developmental disabilities and families in statewide quality assurance efforts will be in place by 2011.

**3-2-A Strategic Initiative**

Support individuals with developmental disabilities and family member participation in quality assurance activities related to participant-directed service systems.

**Activities include:**

- Participate on state Medicaid Quality Assurance (QA) committee
- Regional QA demonstrations
- Monitoring of QA efforts
- Person-centered planning training for participants

**Self Advocacy****Outcome 4**

People with developmental disabilities demonstrate self-advocacy skills.

**4-1 Performance Target**

A statewide self-advocacy organization is in place by 2011.

**4-1-A Strategic Initiative**

Establish a minimum of seven (7) local self-advocacy chapters in Idaho.

**Activities include:**

- Provide information and training to chapter leaders
- Recruit and retain support people for each local chapter
- Representation to state organization

#### **4-1-B Strategic Initiative**

Establish an organizational structure for the statewide self-advocacy organization.

##### **Activities include:**

- Establish by-laws, policies and procedures
- Select members for leadership positions
- Support legislative process opportunities
- Select policy issue and develop public policy plan

#### **4-1-C Strategic Initiative**

Convene a self-advocacy conference to support the development of the statewide self-advocacy organization.

##### **Activities include:**

- Support self-advocates to plan, organize and implement self-advocacy conference.

### **Abuse/Neglect Prevention and Victim Support**

#### **Outcome 5**

Abuse prevention and support services meet the needs of people with developmental disabilities.

#### **5-1 Performance Target**

Two (2) abuse prevention and recognition trainings will be provided to people with developmental disabilities, families and service providers each year for the next five years.

#### **5-1-A Strategic Initiative**

Develop a standard training presentation for specific audiences regarding abuse prevention and recognition, including a packet of information.

##### **Activities include:**

- “Project Safe Place” presentations
- Provide conference funding

## **5-2 Performance Target**

A strategic plan will be developed to address people with developmental disabilities having access to victim support systems by 2011.

### **5-2-A Strategic Initiative**

Research and develop a plan to address victim support provided to individuals with developmental disabilities.

#### **Activities include:**

Collaborate with interested stakeholders

Provide information to domestic violence shelters

Advocate for Medicaid reimbursable counseling services

Determine services and support available

## **FORMAL AND INFORMAL COMMUNITY SUPPORTS**

The # 2 overall ranked priority from our survey was the need for individuals with developmental disabilities to have access to services and supports that allow them to reside in their communities. Individuals with developmental disabilities and family members told us that they want more and easier access to information about available services and supports.

### **GOAL**

Communities support people with developmental disabilities to enjoy integrated life experiences.

## **Access to Quality Supports and Services**

### **Outcome 6**

A statewide system that delivers quality supports and services is available to individuals with developmental disabilities.

## **6-1 Performance Target**

By 2009, a strategic plan for providing clear, consistent information about services and supports to people with developmental disabilities will be developed.

### **6-1-A Strategic Initiative**

Develop and promote improved systems that provide widespread access to information about services, programs and resources



**Activities include:**

- Enlist Idaho Care Line, 211 as a partner
- Evaluate & update information & procedures available to Idaho Care Line operators
- Publicly announce Idaho Care Line capabilities

**6-2 Performance Target**

By 2011, expand the System of Care model across multiple-agency service systems through shared information between programs and the development of one universal individual plan for all supports and services.

**6-2-A Strategic Initiative**

Establish a process to bring key stakeholders together for the development of an integrated service system for adults and children with developmental disabilities

**Activities include:**

- Encourage all Idaho service systems to operate under the “System of Care” model through meetings with policymakers and agency management and sharing information with key stakeholders.
- Promote the use of the “Wrap-Around” service model across all Idaho service systems by sharing information with policymakers, agency management and key stakeholders.

**Public Awareness****Outcome 7**

The general public has greater awareness of people with developmental disabilities and the issues they face.

**7-1 Performance Target**

Idaho media will publish and or broadcast a minimum of two (2) per year, positive press releases about people with developmental disabilities.

**7-1-A Strategic Initiative**

Provide on-going and periodic information to the public regarding people with disabilities and their issues of concern

**Activities include:**

- Disability awareness campaigns
- Disability mentoring day
- News stories, public service announcements

**7-2 Performance Target**

Seventy-five (75) % of the number of people with disabilities receiving *Determined to Vote* training will register and vote in at least one election.

**7-2-A Strategic Initiative**

Support *Determined to Vote* teams to increase the knowledge among people with disabilities and election officials regarding the electoral process, accessibility options and voting.

**Activities include:**

- Training programs
- Collaboration with others
- News stories
- Public service announcements
- Information via print or on website
- 2 yr and 4 yr survey follow up
- Presentations to election officials
- Collaboration with others (including the HAVA committee)

**7-3 Performance Target**

All Idaho counties have emergency preparedness plans that address the needs of people with developmental and other disabilities by 2011.

**7-3-A Strategic Initiative**

Coordinate with state and county officials to ensure that emergency preparedness plans include people with developmental and other disabilities.

**Activities include:**

- Development of new partnerships
- Collaboration with others
- Assessment of current environment
- Gathering and dissemination of information
- Outreach Technical assistance

### **7-3-B Strategic Initiative**

Ensure that disaster preparedness plan information is available through a variety of venues that reach people with developmental and other disabilities.

#### **Activities include:**

- Collaboration with others
- Public service announcements
- Presentations
- News stories,
- Print materials
- Web site information

## **EMPLOYMENT**

The majority of respondents to the Idaho Council on Developmental Disabilities survey ranked employment as the #1 overall priority need for individuals with developmental disabilities in Idaho. Specifically, individuals with developmental disabilities completing the survey said they want more supportive and competitive employment opportunities. Other survey respondents expressed a need for increased funding and opportunities for sheltered employment.

### **GOAL**

Idaho communities support people with developmental disabilities to enjoy integrated life experiences.

### **Integrated Employment**

#### **Outcome 8**

Individuals with developmental disabilities work in integrated settings where the majority of workers are individuals without disabilities.

#### **8-1 Performance Target**

By 2011, the number of people receiving state funded integrated employment services will be 25% greater than the number of people receiving segregated employment services.

### **8-1-A Strategic Initiative**

Promote integrated employment to individuals with developmental disabilities and/or family members, Legislature, Board of Education, Vocational Rehabilitation, Private Industry, federal, state and local government.

#### **Activities Include:**

- Public service announcements
- Council newsletter
- Flyers
- Position papers
- Studies and research

### **8-1-B Strategic Initiative**

Organize self-advocates to inform state policymakers about integrated employment.

#### **Activities Include:**

- Identify and recruit self-advocates
- Provide training on the overall legislative process to include testifying, writing letters and e-mails, & talking to legislators
- Keep self-advocates informed of legislative hearings, public hearings and comment periods, negotiated rule making

### **8-2 Performance Target**

By 2008, a new statewide association will represent people and organizations that solely promote integrated employment.

### **8-2-A Strategic Initiative**

Support and promote formation of the organization among relevant advocacy and stakeholder groups

#### **Activities Include:**

Provide support to help organize an Idaho APSE Chapter

## **EDUCATION**

From our survey we learned that people are concerned with the increased number of barriers for students with developmental

disabilities. Changes in Idaho curriculum and graduation requirements have challenged students and their parents to comprehend as well as comply with the changes. We also learned that people want their educators to be well trained and fairly compensated for rendering professional educational services. Finally, transitions, especially from school to the community, were cited as an area needing attention.

## **GOAL**

**Students with developmental disabilities experience inclusive school environments and practices.**

### **Educational Environment**

#### **Outcome 9**

Students with disabilities receive an appropriate education in inclusive environments.

#### **9-1 Performance Target**

Ten percent (10%) of Idaho public school districts will implement school-wide positive behavioral supports models and/or provide social/emotional development programs in at least one school by 2011.

#### **9-1-A Strategic Initiative**

Promote implementation of a school-wide positive behavior supports model in Idaho schools and build awareness and encourage implementation of social/emotional development programs for students

#### **Activities include:**

- Support and promote Center for Disabilities and Human Development (CDHD) and State Department of Education (SDE) collaborative statewide Positive Behavioral Supports project
- Encourage SDE to provide curriculum and resources related to social/emotional development programs, including training for school districts
- Disseminate information on best practice for social/emotional development programs to parents, teachers and administrators

## **9-2 Performance Target**

**Increase by two percent (2%) annually for the next five years the number of students with developmental disabilities graduating from high school.**

### **9-2-A Strategic Initiative**

Improve quality of school district alternatives to graduation through parent/student self-advocacy.

#### **Activities include:**

- Provide information to parents and students about policies and process for following alternative paths to graduation
- Provide information to parents and students about best practice in alternative methods for demonstrating achievement
- Increase student involvement in transition and graduation preparation through information and training on self-advocacy and leadership skills

### **9-2-B Strategic Initiative**

Provide information to State Board of Education (SBOE) on best practice for universal access to all statewide tests.

#### **Activities include:**

Collaborate with State Department of Education to provide information on best practice to SBOE and in trainings to educators.

## **9-3 Performance Target**

Inclusive educational best practices are included in educational staff preparation programs at a minimum of one (1) state post-secondary institution and in five (5) state or district in-service training activities for educators and/or administrators **by 2011.**

### **9-3-A Strategic Initiative**

Improve/increase information about inclusive educational practices made available to programs preparing general and special education teachers and to in-service training activities around Idaho.

### **9-3-B Strategic Initiative**

Improve training programs for paraprofessionals in response to input/recommendations from parents/students/self-advocates and teachers.

#### **Activities include:**

- Support a survey to gather comprehensive data from Idaho parents, students and self-advocates about current educational practice in Idaho
- Support research in best practice for preparation programs and quality indicators for educators and paraprofessionals.
- Provide report/data to policymakers, SBOE, SDE and school districts based on current status of education practice in Idaho with recommendations for systems change in preparation programs

## **Transitions**

### **Outcome 10**

Children experience seamless transitions between age/grade related developmental and educational programs.

### **10-1 Performance Target**

By 2011, students, family members, and educators from seventy-five percent (75%) of Idaho school districts will receive information/training on transition issues.

#### **10-1-A Strategic Initiative**

Support training opportunities for parents/students/educators on issues related to grade/age related educational transitions: elementary to junior high; junior high to high school; high school to post-secondary education or employment.

#### **Activities include:**

- Collaboration with other agencies and organizations to provide transition workshops/trainings
- Support access to regional/national conferences
- Promote access to web-learning communities

### **10-1-B Strategic Initiative**

Increase career exploration, job training and competitive employment opportunities during and before transition from high school

#### **Activities include:**

- Expand job-shadowing activities through Youth Leadership Forum (YLF) and regional youth development programs
- Promote and support Disability Mentoring Day
- Support training opportunities for students/parents/educators
- Promote the development of quality transition programs for youth around Idaho

### **10-1-C Strategic Initiative**

**Support certification for secondary special education transition specialists.**

#### **Activities include:**

Support SDE in policy development and implementation.

### **10-2 Performance Target**

By 2011, training will be provided to 2500 family members, educators and/or service providers to increase knowledge of inclusive educational programs and services through Council supported events.

### **10-2-A Strategic Initiative**

Support training opportunities for parents, educators and service providers regarding best practices for inclusive programs and services

#### **Activities include:**

- Support issue specific workshops/trainings
- Support parent and others attendance at regional/national trainings and conferences
- Promote awareness and access to web-learning communities

## **HOUSING**

Family members, providers and public agency staff told us in our survey that Idaho needs more opportunities for accessible and affordable



housing opportunities. The availability of accessible and affordable housing provides individuals with developmental disabilities opportunities to live inclusively in their communities. Survey respondents told us that the Council's # 1 priority should be increasing the capacity for Idaho communities to become more inclusive for individuals with developmental disabilities.

## **GOAL**

Communities contain an adequate number of accessible and affordable housing units to meet the needs for individuals with developmental disabilities.

## **Choice of Housing**

### **Outcome 11**

Multiple housing options are available to people with developmental disabilities.

#### **11-1 Performance Target**

One (1) multiple housing unit will specify minimal occupancy requirements by people with developmental disabilities by 2011.

#### **11-1-A Strategic Initiative**

Support development of a housing investment organization based on an existing California model.

#### **Activities Include:**

- Partner with Idaho Housing & Finance Association (IHFA) and other interested stakeholders
- Support Governor's Conference on Housing

#### **11-2 Performance Target**

Fifty (50) individuals with developmental disabilities will become homeowners by 2011

## **TRANSPORTATION**

We learned from our survey through responses from people with developmental disabilities that transportation was a high priority need that the Council should focus its efforts on working to resolve the issues. People with developmental disabilities also told us that transportation,

particularly in rural areas, was greatly lacking in our state. Parents of children with developmental disabilities and service providers both rated the need for improved transportation as a high priority.

## **GOAL**

People with developmental disabilities have affordable and accessible transportation.

## **Community Transportation**

### **Outcome 12**

Communities provide accessible and affordable public transportation to their citizens.

#### **12-1 Performance Target**

By 2011 local/regional transportation plans in each of the six (6) Transportation Districts, will include strategies and measures for providing transportation to people with developmental disabilities.

##### **12-1-A Strategic Initiative**

Promote and provide financial support for local/regional transportation planning groups to include membership by people with developmental disabilities.

##### **Activities Include:**

- Partner with other stakeholders
- Provide funding grants and technical assistance

##### **12-1-B Strategic Initiative**

Promote and provide financial support for local/regional transportation plans to include measures for meeting the needs of people with developmental disabilities.

##### **Activities Include:**

- Develop a tool to measure capacity for accessibility, availability and affordability
- Collaborate with Interagency Work Group on Public Transportation and other stakeholders
- Survey transportation providers
- Compile, monitor and follow-up survey data

### **Instructions for Completing the Rating Form**

You will be rating the 12 outcomes in the plan using the following system:

A = High, very important

B = Medium, less important

C = Low, not important now, but maybe later

**Place the letter that represents your outcome rating on the line in the first column next to the outcome you are rating.**

An outcome is something achieved from our efforts. It is a statement about what we want to see happen. We believe that the outcomes we have identified will happen by meeting the performance targets we have set. And of course, performance targets are met by the accomplishment of strategic initiatives through activities.

Include additional comments on separate pages. Please reference the Outcome number to which you are making comments.

<b><u>RATING</u></b>	<b><u>QUALITY ASSURANCE</u></b>
	<b><u>Self-Determination</u></b>
<hr/>	<b>Outcome 1</b> Self advocates and families are informed about the philosophy of self-determination.  <b>1-1 Performance Target</b> Five (5) training opportunities on principles of self-determination and leadership development are provided to parents and self-advocates in each region by 2011.
<hr/>	<b>Outcome 2</b> Individuals are aware of their options and the potential benefits and risks of their decision/choices.  <b>2-1 Performance Target</b> Uniform guidelines for providing informed choices to individuals with developmental disabilities will be developed by 2010.
<hr/>	<b><u>Self Direction</u></b>  <b>Outcome 3</b> People with developmental disabilities and their families have a meaningful say over participant-directed service systems management, including planning, implementation and evaluation.  <b>3-1 Performance Target</b> Five hundred (500) people with developmental disabilities and families have received awareness information and training on participant directed waiver options by 2011.  <b>3-2 Performance Target</b> Four (4) Council initiatives to involve people with developmental disabilities and families in statewide quality assurance efforts will be in place by 2011.

	<p><b><u>Self Advocacy</u></b></p> <p><b>Outcome 4</b> People with developmental disabilities demonstrate self-advocacy skills.</p> <p><b>4-1 Performance Target</b> A statewide self-advocacy organization is in place by 2011.</p> <p><b><u>Abuse/Neglect Prevention and Victim Support</u></b></p> <p><b>Outcome 5</b> Abuse prevention and support services meet the needs of people with developmental disabilities.</p> <p><b>5-1 Performance Target</b> Two (2) abuse prevention and recognition trainings will be provided to people with developmental disabilities, families and service providers each year, for the next five years.</p> <p><b>5-2 Performance Target</b> A strategic plan will be developed to address people with developmental disabilities having access to victim support systems by 2011.</p>
	<p><b><u>FORMAL AND INFORMAL COMMUNITY SUPPORTS</u></b></p> <p><b><u>Access to Quality Supports and Services</u></b></p> <p><b>Outcome 6</b> A statewide system that delivers quality supports and services is available to individuals with developmental disabilities.</p> <p><b>6-1 Performance Target</b> By 2009, a strategic plan for providing clear, consistent information about services and supports to people with developmental disabilities will be developed.</p>

	<p><b>6-2 Performance Target</b> By 2011, expand the System of Care model across multiple-agency service systems through shared information between programs and the development of one universal individual plan for all supports and services.</p> <p><b><u>Public Awareness</u></b></p> <p><b>Outcome 7</b> The general public has greater awareness of people with developmental disabilities and the issues they face.</p> <p><b>7-1 Performance Target</b> Idaho media will publish and or broadcast a minimum of two (2) per year, positive press releases about people with developmental disabilities.</p> <p><b>7-2 Performance Target</b> Seventy-five (75) % of the number of people with disabilities receiving Determined to Vote training will register and vote in at least one election.</p> <p><b>7-3 Performance Target</b> All Idaho counties have emergency preparedness plans that address the needs of people with developmental and other disabilities by 2011.</p>
	<p><b><u>EMPLOYMENT</u></b></p> <p><b><u>Integrated Employment</u></b></p> <p><b>Outcome 8</b> Individuals with developmental disabilities work in integrated settings where the majority of workers do not have disabilities.</p> <p><b>8-1 Performance Target</b> By 2011, the number of people receiving state funded integrated employment services will be 25% greater than the number of people receiving segregated employment services.</p> <p><b>8-2 Performance Target</b> By 2008, a new statewide association will represent people and organizations that solely promote integrated employment.</p>

	<p><b><u>EDUCATION</u></b></p> <p><b><u>Educational Environment</u></b></p> <p><b>Outcome 9</b> Students with disabilities receive an appropriate education in inclusive environments.</p> <p><b>9-1 Performance Target</b> Ten percent (10%) of Idaho public school districts provide social/emotional development programs in at least one school by 2011.</p> <p><b>9-2 Performance Target</b> Increase by two percent (2%) annually for the next five years the number of students with developmental disabilities graduating from high school.</p> <p><b>9-3 Performance Target</b> Inclusive educational best practices are included in educational staff preparation programs at a minimum of one (1) state post-secondary institution and in five (5) state or district in-service training activities for educators and/or administrators by 2011.</p> <p><b><u>Transitions</u></b></p> <p><b>Outcome 10</b> Children experience seamless transitions between age/grade related developmental and educational programs.</p> <p><b>10-1 Performance Target</b> By 2011, students, family members, and educators from 75% of Idaho school districts will receive information/training on transition issues, self-advocacy and self-determination.</p> <p><b>10-2 Performance Target</b> By 2011, training will be provided to 2500 family members, educators and/or service providers to increase knowledge of inclusive services and programs through Council supported events.</p>
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	<p><b><u>HOUSING</u></b></p> <p><b><u>Choice of Housing</u></b></p> <p><b>Outcome 11</b> Multiple housing options are available to people with developmental disabilities.</p> <p><b>11-1 Performance Target</b> One (1) multiple housing unit will specify minimal occupancy requirements by people with developmental disabilities by 2011.</p> <p><b>11-2 Performance Target</b> Fifty (50) individuals with developmental disabilities will become homeowners by 2011</p>
	<p><b><u>TRANSPORTATION</u></b></p> <p><b><u>Community Transportation</u></b></p> <p><b>Outcome 12</b> Communities provide accessible and affordable public transportation to their citizens</p> <p><b>12-1 Performance Target</b> By 2011, local/regional transportation plans in each of the six (6) Transportation Districts, will include strategies and measures for providing transportation to people with developmental disabilities.</p>